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ABSTRACT

This paper describes the development and use of a guidance counselor evaluation form created by guidance counselors working in French language secondary schools in Ottawa, Canada. The need for such a form, which requires joint evaluation by the counselor and his department head or principal, is examined, and the historical background leading to the development of this form is reviewed. The bilingual form is described as an evaluation tool which enables counselors to evaluate all aspects of their work and to grow personally and professionally. Four premises on which the form is based are discussed: (1) the work can be evaluated; (2) evaluation is a part of development; (3) the evaluation of a counselor is not the evaluation of the department; and (4) the evaluation of a counselor must be both flexible and structured. The Guidance Counsellor Performance Review Form (English and French) is included along with a list of rating scale definitions and a guideline for the evaluation. This guideline is presented in outline form and covers the areas of counseling, student growth, group work, personal growth, professional development, contributions to school life, and administrative duties and obligations. Instructions are also given for a narrative summary and for teacher and reviewer comments. (NRB)

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THE PERFORMANCE EVALUATION OF GUIDANCE COUNSELLORS

(Program No. 155.0)

Presented to:

The American Association for Counseling and Development

1985 Annual Convention

"SHAPING OUR DESTINY"

New York City

April 3rd, 1985

U.S. DEPARTMENT OF EDUCATION
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by

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This program will be about the performance evaluation of guidance counsellors. Before making my presentation I would like to take this opportunity to say thank you to a good friend, Louise Forsyth, Past-President of AACD who incited me to come here today to share with you the experience of the counsellors of the Ottawa Board of Education (OBE). I consider it an honour to be able to make a presentation at AACD. Having been a member of this Association for the last seven years I am grateful to it for helping improve the quality of my work as a counsellor and as a consultant. I hope that my presentation will help you have a better understanding of the evaluation process. I always enjoy coming to AACD and nearly every year I am asked by American Counsellors "What is the difference between Counsellors in Canada and Counsellors in the USA?" I always give the same answer: we spell counsellors like HELL, with two Ls.

I intend to focus on the form used in Ottawa in the performance evaluation of Guidance Counsellors. It was developed by secondary school counsellors and the form is used to evaluate all the different aspects of their work. The form also help counsellors grow personally and develop profesionally. This form has been used for the last four years and it has been adopted by many school boards and counselling training institutions across Canada. Most of us will agree that because formal evaluation requires a value judgment, agreement is sometimes difficult to achieve. Despite this fact evaluation is necessary if we wish to improve the performance of counsellors and the quality of education.

I intend to review the historical background and the basic premises on which the form was developed. I will then show you the form, look at its different sections, talk about some of the terms involved and how the rating scale is used. I will also try to answer any questions that you might have regarding the form and the process of evaluation. Contrary to most evaluation forms this one was prepared by guidance counsellors for guidance counsellors. It was designed to be used for a joint evaluation by the counsellor and her or his department head and by the counsellor and her or his principal. If we intend to improve the quality of education we must improve the quality of the performance of guidance counsellors. Counsellors must be accountable. By taking the initiative in developing evaluation forms, guidance counsellors can shape their destiny.

It is extremely important for good counsellors to know that their performance is good. Positive feedback builds confidence; it also provides satisfaction and, probably most important, it shows counsellors that vice-principals, principals and administrators do care about the work that they do. It is also important that counsellors, who are not as good or as skilled as others, know what they should improve. Any evaluation process should be concerned with improving the performance of counsellors. It should provide them with opportunities to learn more about their work. It should assist them in analyzing and finding solutions to problems they are experiencing. It should suggest alternative courses of action. It should provide psychological support. It should also identify useful sources of information and expertise for fostering a good climate for personal and professional growth.

HISTORICAL BACKGROUND. Back in 1978-79, the Guidance Council of the Association des Enseignants Franco-Ontariens, Ottawa Secondaire (AEFO) (The Association of Franco-Ontarian Teachers, Ottawa Secondary) asked its members to look into a matter of concern to all: the performance evaluation of counsellors. For the next two years four guidance counsellors working in French language secondary schools of Ottawa, Francine Chartrand, Denis Drouin, Marcel Papineau and Jean-Yves Quirouette did research and prepared a draft paper on the subject. Gilbert Lauzon, because of his experience in evaluation as a vice-principal and a former guidance counsellor, joined the group has a resource person. I joined the group as a consultant. My main responsibility was to act as editor and to get the cooperation of different counselling associations for the project. I was also responsible for presenting the finished document to the different committees of the OBE for final approval. At that time evaluation was a much discussed topic in Ottawa Board of Education schools. The OBE had a policy of regularly evaluating all the members of its staff. As far as everybody could remember, guidance counsellors had always been evaluated with the same form as the one used to evaluated teachers. Guidance counsellors as well as librarians, were not very satisfied with this situation. They therefore decided to work together to remedy this. After a short time, the two groups formed separate committees since their work was quite different in nature.

The first job of the committee was to review the literature and find out what evaluation forms and methods were already being used. An ERIC search was carried out to find what was available from the States. We also contacted several Canadian provinces and provincial counselling associations in order to gather as much material as possible. We found that there was a tremendous number of tools, forms, grids and different methods of evaluating counsellors, but nobody seemed to agree on how it should be done. Many of these evaluation forms were based on self-evaluation. The committee also found that the existing forms were on the one hand, too vague or not precise enough, and on the other hand too precise, too specialized in a few narrow fields of counselling. The committee felt that none of the evaluation forms it looked at, offered the possibility of evaluating all the different aspects of a counsellor's job. This prompted the committee to draw its own form. As soon as it was designed, the committee submitted the model to the Heads of guidance and to all guidance counsellors who were members of AEFO. Each counsellor was asked to comment, to suggest changes and to try out the form. The revision procces took approximately one year and at each stage all guidance counsellors were involved. This is an extremely important step. Every time the committee met and came up with a modified version of the form it was distributed to all members and every one was again encouraged to comment, to suggest changes and to try out the new form. Eventually, in May 1981, the form was submitted to the Superintendent in charge of evaluation at the OBE. By then, the form had been unanimously approved by all the guidance counsellors and by their professional association. The Superintendent in charge of evaluation made a number of recommendations in light of the evaluation policy and procedure in effect at the Ottawa Board of Education. These recommendations however, did not go against the spirit of the form as originally proposed by the guidance counsellors. Only minor modifications were made or added.

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In the Fall of 1981 two workshops on the subject were held during the Ontario School Counsellors' Association Convention. Feedback from guidance counsellors from all over the province was conveyed to the evaluation committee. During the same period, the committee of Heads of Guidance, in English language secondary schools of the Ottawa Board of Education and members of the Guidance Council of the Ontario Secondary School Teachers Federation (OSSTF) reacted favourably to the committee's report. Soon after, a bilingual form was finalized and approved by the executive committee of the Ottawa Board of Education for use on a trial basis. Since then, the form has been used in both French and English language schools of the OBE. Finally guidance counsellors had an evaluation tool created by them and for them.

From the start, the form was intended to be a tool for both the evaluation of the different roles of counsellors and their personal and professional development. After using it for four years we are convinced that it does enable us to evaluate all the different aspects of the work done by guidance counsellors and does encourage them in their personal and professional development. The form was also designed to help both principals and heads of guidance do a better job in the evaluation of a person's work. One of the unforseen bonus of the use of this form was the realization that many principals and administrators had finally a method of finding out what counsellors were realy doing. To be able to complete this form properly they had to sit down and ask questions and clarification from the counsellors they were evaluating. We can honestly say that we have attained our objectives. The form does enable us to evaluate all aspect of our work but probably more important it enables counsellors to grow personally and professionally.

PREMISES

The counsellor evaluation form is based on four premises: (1) our work can be evaluated; (2) evaluation is part of development; (3) the evaluation of a counsellor is not the evaluation of the department; (4) the evaluation of a counsellor must be both flexible and structured.

(1) Our Work can be evaluated

- specific duties (OSIS - guidelines, Education Act, etc.)
- specific job (vis-à-vis pupils, parents, etc.)
- professional people should regularly evaluate their work
- personal objectives make stagnation less likely
- as employees, we have a duty toward our employer
- availability of evaluation tools, grids, forms, etc.

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(2) Evaluation is part of development

- both for the evaluator and the person being evaluated (makes for clarification)
- implies an exchange on a philosophy (education, guidance, etc.)
- implies an agreement on the form and substance of the work and the evaluation
- active and equal participation by both parties
- ongoing process (in time and scope)
- individual development leads to development of the profession
- evaluation of a person is not criticism
- makes for a new awareness of personal and professional objectives

(3) The evaluation of a counsellor is not the evaluation of the department

- it should not be taken for granted that when a department is being evaluated the counsellors who work in it are being evaluated too
- the evaluation of a department's program comes under the evaluation of the head or chairperson of the department, and not of the counsellors
- it implies a clarification in the department of the specific responsiblities assigned to and assumed by each counsellor

(4) The evaluation of a counsellor must be both structured and flexible

- structured
- to meet the board's requirements
- makes a breakdown of our work possible
- to meet professional requirements
- a written evaluation is preferable

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- flexible

  - to take into consideration the specific needs of each school

  - to take into consideration the possible requirements of the administration of each school and of each board

  - to take into consideration the priorities each department may set

  - to take into consideration the personal priorities each counsellor may set so as to leave room for flexibility in the process

  - to oblige the evaluator and the person being evaluated to be clear about the form and substance of the evaluation.

The first stage of the evaluation process consists in an exchange of views between the persons concerned. It is extremely important that each person involved find out the other's opinion of the proposed criteria, and how the form is to be completed. An effective evaluation process must emphasize a humanistic approach and must enhance the self image of the person being evaluated. Since evaluation is a joint process, it must be satisfying to both the evaluator and the person being evaluated. The climate in which the evaluation takes places should be very positive, stimulating and professionally gratifying. There should be full and open discussion by all persons involved in the process. Again, if we want the process to be successful, those involved should have a roll in formulating priorities and in defining the criteria for the evaluation. We must remember that Ministries, Departments, and Boards of Education have policies and priorities that are of paramount importance in the evaluation of counsellors. Although there might be common area of responsibility, schools will also have specific priorities which will differ from school to school. All of these factors should form the basis for discussion of the evaluation criteria. Attached are a copy of the form, an explanation of the rating scale and definitions of the terms used.

Counsellors must be accountable. We must realize that it is extremely important for counsellors to take the initiative and to design their own evaluation forms and to publicize them. It will prove to administrators, to trustees, to teachers and to parents that we are not afraid of the evaluation process. It will also show that we feel it is important for our work to be evaluated. The evaluation form itself is just a tool. What is probably more important is the process that counsellors must go through to design such a form. Evaluation helps us develop into better persons, better educators, better counsellors. By taking the initiative in developing evaluation forms, guidance counsellors can shape their destiny. Thank you very much.

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OTTAWA BOARD OF EDUCATION | CONSEIL SCOLAIRE D'OTTAWA

GUIDANCE COUNSELLOR PERFORMANCE REVIEW

REVISION DU RENDEMENT DU (DE LA) CONSEILLER(E) EN ORIENTATION

THE OTTAWA BOARD OF EDUCATION
CONSEIL SCOLAIRE D'OTTAWA

GUIDANCE COUNSELLOR PERFORMANCE REVIEW

REVISION DU RENDEMENT DU (DE LA) CONSEILLER (E) EN ORIENTATION.

Teacher Enseignant(e)	
School École	
Subject(s), Grade(s), or Level(s) of difficulty Matière(s), Année(s), ou niveau (x) degré(s) de difficulté	
Position Poste	
Evaluator Evaluateur/trice	
Teaching Contract Contrat d'enseignement Probationary 1 ☐ 2 ☐ Stagiaire Permanent ☐ Other ☐ Autre	Date _____ Month Mois _____ Year Année _____

TEACHING EXPERIENCE EXPERIENCE EN ENSEIGNEMENT		Elem.	Sec.
As of September this school year A compter de septembre de la présente année scolaire	Outside Ottawa A l'extérieur d'Ottawa		
	OBE C.S.O.		
	In this school A cette école		
	In guidance En orientation		

TYPE OF EVALUATION
TYPE D'EVALUATION

Cyclical ☐ Cyclique | Probationary ☐ Provisoire | Transfer ☐ Transfert | Other ☐ Autre

	Unsatisfactory Non-satisfaisant	Needs improvement A besoin d'amélioration	Satisfactory Entièrement Satisfaisant	Highly Satisfactory Excellent	Outstanding Exceptionnel	COMMENTS COMMENTAIRES
A COUNSELLING ENTREVUE						
1. Procedure format						
2. Skills techniques						
3. Communication langage						
4. Follow-up suivi						
B STUDENT GROWTH CROISSANCE DE L'ELEVE						
1. Adaptation to Student Needs adaptation aux besoins des élèves						
2. Strategy evaluation évaluation des projets						
3. Resources for decision making solution de problèmes						
C GROUP WORK TRAVAIL DE GROUPE						
1. Knowledge of subject connaissance de la matière						
2. Organization and planning organisation et planification						
3. Instructional techniques techniques d'enseignement						
4. Student participation participation des élèves						

	Unsatisfactory Non-satisfaisant	Satisfactory Entièrement satisfaisant	COMMENTS COMMENTAIRES
D **PERSONAL GROWTH** **CROISSANCE PERSONNELLE**			
1. Demonstration of personal growth souci de la croissance			
2. Ability for self-criticism capacité d'auto-critique			
3. Acceptance and use of constructive criticism capacité de recevoir et d'utiliser une critique constructive			
E **PROFESSIONAL DEVELOPMENT** **DEVELOPPEMENT PROFESSIONNEL**			
1. Knowledge of new trends in the profession connaissance des développements de sa profession			
2. Professional contribution apport professionnel			
3. Professional development perfectionnement professionnel			
F **CONTRIBUTION TO SCHOOL LIFE** **PARTICIPATION A LA VIE D'ECOLE**			
1. Department section			
2. Interpersonal relations (staff) relations interpersonnelles (personnel)			
3. Interpersonal relations (with community) relations interpersonnelles (communauté)			
4. Involvement in student activities activités étudiantes			
5. Involvement in school committees comités d'écoles			
G ADMINISTRATIVE DUTIES AND OBLIGATIONS TACHES ET OBLIGATIONS ADMINISTRATIVES			
1. Punctuality ponctualité			
2. Completion of assigned or assumed duties, efficient processing of records and forms exécution des tâches assignées ou entreprises; traitement efficace des dossiers et des formulaires			
3. Conservation and safe use of materials and equipment conservation et utilisation prudente des matériaux et de l'équipement			

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H **NARRATIVE SUMMARY**
RÉSUMÉ ET RECOMMANDATIONS

DATE

PRINCIPAL'S SIGNATURE
SIGNATURE DU DIRECTEUR/TRICE D'ÉCOLE

I **COUNSELLOR'S COMMENTS**
COMMENTAIRES DE L'ENSEIGNANT(E)

DATE

COUNSELLOR'S SIGNATURE
SIGNATURE DE L'ENSEIGNANT(E)

J **REVIEWER'S COMMENTS**
COMMENTAIRES DE L'EVALUATEUR(TRICE)

DATE

REVIEWER'S SIGNATURE
SIGNATURE DE L'EVALUATEUR(TRICE)

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GUIDANCE COUNSELLOR PERFORMANCE REVIEW

RATING SCALE DEFINITIONS

1. *OUTSTANDING*	Observed performance consistently exceeds standards in all respects. Results beyond the normal expectation are apparent, a leadership example is set for others, and there appears to be little or no room for improvement.
2. *HIGHLY SATISFACTORY*	Observed performance meets all standards and frequently exceeds in many respects.
3. *SATISFACTORY*	Observed performance is adequate in all respects. Reasonable results are attained.
4. *NEEDS IMPROVEMENT*	Observed performance is barely adequate. Additional supervision is required to produce more satisfactory results.
5. *UNSATISFACTORY*	Observed performance is inadequate and results are poor. Documentation should begin.

GUIDELINE FOR THE EVALUATION

A GENERAL OUTLINE

A. *COUNSELLING (individual or group)*

1. *Procedure:*
   Procedure to develop rapport; availability; greeting; grasp of problem; flow of interview; length...
2. *Skills:*
   Relevancy; respect of student (person, values, problems); listening skills; problem identification; confidentiality; counsellor's and student's autonomy; verification of content; student's feelings and perceptions; testing...
3. *Communication:*
   Clarity; awareness of counsellor's verbal and non-verbal communication; awareness of student's verbal and non-verbal communication; aim and appropriateness of interventions; respect for student's ongoing development...
4. *Follow-up:*
   Overall structure; identification and pursuit of goals; synthesis; conclusion and follow-up; referral or consultation if need be; opportunities for growth...

B. *STUDENT GROWTH (How the counsellor permits the growth of the student)*

1. *Adaptation to Students' Needs:*
   Detection of students' particular needs; elaboration of strategies fulfilling these needs; periodical reevaluation of students' needs...
2. *Strategy Evaluation:*
   Review of strategies, follow-up, consultations; recommendations...
3. *Resources for decision making:*
   Counsellor competencies; knowledge of internal and external resources...

C. *GROUP WORK*

1. *Knowledge of Subject:*
   Relevant and up-to-date information; activities appropriate to group...

2. *Organization and Planning:*
   Long range and lesson objectives; can direct students to appropriate resource materials; presentation of pertinent material; orderliness and neatness; follow-up activities; motivation...
3. *Instructional Techniques:*
   Appropriate; varied; effective; AVA materials; resource persons; field trips; community resources...
4. *Student Participation:*
   Effective student involvement; respect of students' interests...

D. *PERSONAL GROWTH*

1. *Demonstration of Personal Growth*
   Interest in one's growth by various experiences and professional research...
2. *Ability for Self-criticism:*
   Analysis of interventions; setting up of personal objectives...
3. *Acceptance and Use of Constructive Criticism:*
   Acknowledgement of feedback; willingness to improve; acceptance of criticism as a learning experience...

E. *PROFESSIONAL DEVELOPMENT*

1. *Knowledge of New Trends in the Profession:*
   Familiarization with new trends, ideas and programs...
2. *Professional Contribution:*
   Contribution within the school, board, community or professional associations...
3. *Professional Development:*
   Participation and involvement in workshops, courses and other upgrading activities...

F. *CONTRIBUTION TO SCHOOL LIFE*

1. *Department:*
   Cooperation towards departmental tasks; contribution to the implementation of departmental objectives...

   Adherance to departmental policy...

   Contribution to general atmosphere of the department...
2. *Interpersonal Reaitions with staff:*
   Courtesy; support; communication skills; cooperativeness...

3. *Interpersonal Relations with Members of the Community:*
   Support; communication; co-operativeness and liaison with community and education institutions.
4. *Involvement in Student Activities:*
   Participation in student committees, clubs or activities...
5. *Involvement in School Committees:*
   Participation in school committees or activities...

G. *ADMINISTRATIVE DUTIES AND OBLIGATIONS*

1. *Punctuality:*
   Punctual for his/her appointments, meetings and obligations...
2. *Completion of assigned or assumed duties, efficient processing of records and forms:*
   Meeting of deadlines; performance of duties; support for school policies and administration...
3. *Conservation and safe use of materials and equipment:*
   Proper care and handling of school equipment, material and textbooks...

H. *NARRATIVE SUMMARY*

Give a narrative summary of the overall performance during the period under review. The evaluation should provide a picture of the staff member in the setting of his or her present job. Mention should be made of any special factors which have contributed to his or her performance.

I. *TEACHER'S COMMENTS*

In cases where a teacher is dissatisfied with the T.P.R. a request may be made to the principal to reevaluate in the following year.

J. *REVIEWER'S COMMENTS*

The reviewer will be the school superintendent.

Under normal circumstances the Teacher Performance Reviews are completed on a three year cyclical basis.